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ABSTRACT

This paper reviews the development of the supervisory conference from 1930 to the present and contrasts the objectives and procedures of traditional and emerging models of supervision. A general discussion of systematic observation instruments for use in supervisory conferences leads to detailed descriptions of and directions for using two specific instruments--the Supervisory Conference Verbal Behavior Instrument and the Supervisory-Teacher Verbal Interaction Instrument. This is followed by guidelines for managing a conference and a suggested model of an effective supervisory conference. A sample "conferencing guide and record" is included. (RT)

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RESEARCH BULLETIN

SUPERVISORY CONFERENCES & IMPROVED TEACHING

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PREFACE

Most professional leaders from time to time hold conferences with their colleagues as a part of the supervisory task. This is true of principals, supervisors, superintendents and classroom teachers. This bulletin suggests techniques of evaluating the effectiveness of these conferences and how they might be improved.

The Florida Educational Research and Development Council is indebted to Dr. Daniel A. Michalak for the preparation of this material. The contents of this bulletin should be useful to principals, supervisors, and teachers. Moreover, it should be helpful to college faculty who supervise student teachers. It would be valuable for each person in these capacities to use the checklist for evaluating conferences held with other professional workers. A careful study of the suggestions in this bulletin should result in better interpersonal relations between those who have supervisory responsibilities and the ones with whom they work.

J. B. White
June 1970

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SUPERVISORY CONFERENCES IMPROVE TEACHING

Supervisory conferences are viewed as a significant activity by those persons engaged in supervisory tasks. Very little is known about the supervisory conference even though it is one of the most frequently used of supervisory practices. Supervisors in this bulletin shall be referred to as all those personnel given responsibility for improving instruction. The following might be considered as a tentative list: principals, assistant principals, county supervisors, curriculum coordinators, supervisors of student teachers, team leaders, resource specialists, and all teachers interested in improving their teaching.

PURPOSE, DEFINITION, DIRECTION

The Purpose

Increasing demands for quality education in the public schools and training institutions continue to mount. Accountability of the effectiveness of a school's instructional program is emerging as a strong demand from federal, state, and local levels. The schools will need to provide not only answers, but evidence of its good faith to the public and those interested in education. Staff development programs encouraged at the state level and implemented at various local schools are providing vital assistance to meet this need. Integral to staff development is the improvement of instruction, a responsibility which faces each supervisor in the state of Florida.

If supervisors are interested in improving their supervisory behavior, it would seem logical to acquire more knowledge about one of the most frequently used supervisory activities, the supervisory conference. After acquiring some knowledge about the development and content of the supervisory conference, supervisors might then design effective strategies for implementing plans of action for improving teaching. Thus, the purpose of this research bulletin will be to increase knowledge about the supervisory conference and contribute practical recommen-

dations for improving teaching through effective supervisory conference techniques.

Providing supervisory training is developing into one of the most important functions for in-service education programs that are based on continued professional staff development programs. Many public schools that are committed to improving pre-service teacher's laboratory experiences view the significance of training supervisors of student teaching with supervisory skills. They recognize the inherent benefits arising from this relationship—the increased teaching competence of the teachers in training and teachers in service.

An assumption is made at this point that a well trained supervisor of public school teachers or supervisor of student teachers very often will account for the difference between "adequate" and "good" teaching performance, in the novice, the beginning teacher, and the teacher in service.

Definition of the Supervisory Conference

It is a process in which the allied efforts of the supervisory personnel are usually directed to the improvement of the teaching behavior of the teacher. The supervisory conference may well be a formal or informal meeting between a more experienced person and less experienced person. At times, the conference may include additional persons, but throughout the context of this writing, remarks will be directed to the supervisor-teacher relationship or dyad (two people).

Direction

A statement by Berman and Usery (1969) concerning the goal of supervision gives added knowledge about the direction of supervisory activity in the future as it relates to the supervisory conference which is consistent with the purpose of this report.

> Ultimately, the goal of supervision within a democratic society should be to build within teachers, skills of self analysis and self direction. By helping teachers see colleagues as a valuable source of mutual growth, and by encouraging teachers to use media such as tape recordings, movies or kinescopes, the supervisor can acquaint teachers with a variety of resources available for self improvement. The supervisor therefore, needs within his own prepara-

tion, those modes of working with persons which stimulate them to further activity long after the supervisor has left the supervisory conference and observation. Teaching as a total enterprise necessitates supervisors who posses the tools to stimulate inquiry in others and teachers who are eager to improve their own teaching and who view supervision as only one source of self enhancement.

HISTORICAL DEVELOPMENT OF THE SUPERVISORY CONFERENCE

It is interesting to find that the technique of conferencing in supervision in the United States was actively practiced, but what actually took place is seldom mentioned in the literature. The earliest indication of this activity is found in 1839 when Cyrus Pierce (1926) was appointed principal of the first state normal school in the United States in Lexington, Massachusetts. Among the studies which were a part of the professional education of young women in Pierce's school was practice in teaching.

One of his supervisory techniques was to visit a particular teacher and her class and be an active listener and observer. Afterwards, he would meet with that teacher and make comments as to what he had seen or heard. As part of his supervisory strategy, he included remarks of what he considered good and what he considered faulty, whether in the teacher's philosophy or in her teaching behavior.

Similar meetings between the supervisor and teachers today are commonly called the supervisory conference. Not much was written abut supervisory conferences for the remainder of the nineteenth century. Prior to describing the further development of the supervisory conference, a brief look at some of the history of supervision is useful.

At the early party of the twentieth century, supervision was viewed as an administrative inspection and teachers as "functionaries" to be supervised. This reflected the dominant attitude of a classical view of man and institutions held during the first quarters of the century. The second quarter of the century, human relations were stressed in supervision. Supervisors became increasingly aware of the emotions and motives of teachers and paid less attention to thinking skills of teachers. However, most recently, some supervisors and teachers are attempting to develop the intellectual content of their tasks,

acquiring the theories with which to relate particular consequences to the conditions which produce these consequences. (Lucio and McNeil 1962)

Wiles further describes the types of supervision performed in a historical context. The 1910's and 1920's supervision was a directing and judging activity in which supervisors would inspect teachers to see if their directions were being carried out. Democratic supervision during the 1930's was popular. This was termed as pseudo-democratic: "Teachers were to be treated kindly and maneuvered into doing what the supervisor wanted to do all along." (Wiles 1955). The 1940's were characterized by a cooperative enterprise type of supervision in which "all the people in a school system supervised each other." (Wiles 1955).

The following description for historical development of supervisory conferences will be reported in terms of summaries of specific charactersitics for the 1930, 1940, 1950, and 1960 decades.

Summary of the 1930 Decade

The decade of the 1930's appears to have set much of the pattern for supervisory conferences from that time to the present.

1) a direct method of supervising was effected by righting the wrong procedure of the teacher
2) cooperative planning for a conference was initiated by the supervisor and teacher
3) data were presented to verify supervisor judgments
4) strengths of the teacher were to be commended
5) emphasis on the teacher evaluating his own teaching was recommended
6) the supervisor functioned as a counselor and guidance person
7) the supervisor's conference contained elements of the problem solving process

Summary of the 1940 Decade

During this decade, the emphasis of the supervisory conference was based on a mutual relationship in terms of common goals for both a supervisor and teacher, a problem solving approach and emphasis on teacher self-evaluation. The writing

of this decade reflected many of the same characteristics as that of the previous decade.

Summary of the 1950 Decade

Slight changes that were noted from the similarities of the two previous decades were:

1) an emphasis on the democratic approach so there is full and equal participation by both members
2) an emphasis on evaluating a teacher's teaching behavior and not his personality
3) the concept that a supervisor ought to detach himself when evaluating
4) the concept that a teacher should evaluate his own growth

Summary of the 1960 Decade

Many of the characteristics reported during the 1930 decade appear again in this decade. They are:

1) the supervisory conference should be problem centered
2) the emphasis is on teaching behavior
3) recorded data is used to verify judgments of a supervisor
4) cooperative planning for the conference is recommended
5) the supervisor is viewed as a specialist and resource person and can assume a direct approach in diagnosing a student's needs
6) the supervisory conference should be objectively oriented (Michalak 1968)

Recent Research from Public School Supervision

Research from public school supervision specialists such as Bartkey (1953), states that there are five episodes in the supervisory conference: report making, problem setting, catharsis, treatment, and concluding episodes. The report making episode helps to establish open communication between the supervisor and teacher. This is done by having the supervisor attempt to communicate his attitudes to teachers and in turn attempt to obtain a reading of the teacher's attitudes and emotions. Problem setting may be identified by a teacher or by the supervisor who assists the teacher in identifying a problem. In the catharsis episode, teachers are encouraged by the supervisor to talk out their emotions. It is suggested that supervisors be alert in not

having teachers enter into other areas of emotional concern. In the treatment episode, supervisors help to lead teachers toward their own solutions of problems. The concluding episode has the supervisor assisting in restoring a teacher's feelings of security if necessary. (Bartkey 1953)

Sharp (1951) proposes three processes as part of the supervisory conference to assist teachers in testing solutions to areas of concern.

1. supervisors encourage teachers to formulate and try own solutions to problems
2. supervisors encourage teachers to evaluate results
3. supervisors have teachers share notes on results

Brammer (1953) recommends the following activities that are similar to supervisory counseling techniques: acceptance, listening, expressive, structuring, reflecting, supportive, probing, suggesting and persuasion. Acceptance techniques allow the teacher to believe that the supervisor does not judge or threaten. Listening practices allow the teacher to discuss his feeling free from interruption. Expressive techniques (catharsis) allow teachers to talk out feelings and concerns. Structuring provides for identifying the purpose for the conference. Reflecting techniques are clarifying statements used by the supervisor to state in different terms concerns related by teachers. Supportive techniques are those actions taken by the supervisor to help reassure the teacher. Probing techniques assist in crystallizing the teacher's thinking. Suggesting techniques are ideas offered by the supervisor to be utilized by teachers. Persuasion techniques refer to the supervisor's attempt at directing a teacher's behavior.

Contributions for Public School Supervision from Student Teaching

The current research in supervision of student teaching provides valuable insights into public school supervision. The degree of experience may vary from pre-service to in-service teachers, but the activities supervisors engage in are basically and frequently the same. One should view the improvement of teaching as being a continuum of growth, That is, supervision should not end as the pre-service teacher receives his certification for teaching. Rather, continuance in supervisory prac-

tices should be concommittant with the professional growth of the teacher.

The model in Figure I provides a contrasting picture of supervisory conferences that include the early and emerging kinds of supervisory practices.

Figure I

Two Styles of Supervisory Conferences

The Emerging Model*

Elements	*Former Supervision Model*	*Emerging Supervision Model*
1—Purpose	1—To point out the right from wrong way of teaching	1—To create a change in behavior and cognitive understanding of one's teaching
2—Process	2—Evaluating	2—Problem solving
3—Role	3—Evaluator	3—Facilitator
4—Supervising Instrument	4—Rating Scale (if any)	4—Systematic observation
5—Stated Objectives	5—General in nature	5—Specific and stated in behavioral terms
6—Universe of Discourse	6—Descriptive terms, meant different things to different people	6—Technical terms, behaviorally stated language used by researcher, supervisors, and teachers, all having same meaning

*Michalak, Daniel A., Models of Supervisory Conferences, (mimeograph) University of Florida 1970.

With respect to Purpose (Element 1 in Figure I), one author in 1932 stated that in the supervisory conference, "the student's efforts to carry out the work of teaching are analyzed and evaluated and attempts are made to correct wrong procedures and to strengthen and to develop these skills and abilities which have been initiated." (Michalak, 1968). Emphasis is clearly placed on improving the teaching skills of the student teacher by direct action of the supervisor. It is assumed that he points out faults and the student teacher will implement correct teaching procedures to replace those that are "wrong".

The element of purpose is quite different in the emerging supervision model. In developing the emerging supervision

model, Michalak (1968) studied the purposes of other dialogue groups, such as those found in the psychiatric interview, the social casework interview, guidance and counseling interview, group discussion in speech and communication. In each case, the stated purpose of the dialogue group was to create a change in behavior and also in understanding.

It is interesting to compare the similarity of remarks of student teachers in the 1960's and student teachers of 1914. When examining the elements of Process and Role (Elements 2 and 3 in the Former Supervision Model), these comments were made by student teachers in a survey of Wisconsin Normal Schools: "Complaints from students that critic teachers criticize without making clear how to correct the defect pointed out were heard in every school. Student teachers frequently have no means of knowing definitely what their teaching faults are. Criticism and suggestion by the critic teachers are vague and indefinite; they fail to point out how defects may be remedied." (Michalak, 1968) Trimmer (1960) cited reports from student teachers of the 1960's "talk back" about their student teaching conferences who mentioned these deficiencies: "lack of constructive criticism, no regular conferences, no suggestions as to methods and techniques, and freedom but no guidance." One can deduce from these remarks of student teachers from the period of 1914 to the 1960's that the failings of the Former Supervision Model continued unchanged, especially in terms of the first three elements. It does not appear that much improvement has been made from this evaluative approach in the elements of purpose, process, and role.

Problem Solving (Element 2) in the Emerging Supervision Model is alluded to by Olsen (1968) when he suggests that supervision may be thought of as teaching. Since much time is spent in supervisory conferences, it may be inferred that if the objective of the conference is to create a valuable teaching-learning situation, then the conference ought to be a problem solving situation rather than an evaluating session.

It is significant at this point to consider that in the problem Solving element, the supervisor may become a facilitator who provides ways in which the student teacher may better view his teaching behaviors. The research of Blumberg, Weber, and Amidon about directness and indirectness of supervisors in supervisory conferences with teachers indicates that "the critical variable on the part of the supervisor that affects

his perceptions of the productivity of his supervision is his perception of the emphasis he puts on indirect types of behavior when he interacts with teachers." This characteristic of indirectness implies that a supervisor is playing the role of a facilitator rather than evaluator because his indirectness facilitates the teacher's making judgments about her teaching behavior.

The rating scale (a list of items ranging from good to poor that a supervisor would check as he observed a teacher, Element 4), as traditionally used in supervision was studied by Medley and Mitzel (1959) as a measure of teacher effectiveness. This study raises a question about a basic assumption of the supervisory conference. Presumably, if the conference is to be useful in increasing the skill of the teacher, then the supervisor must be able to recognize more as contrasted to less effective teaching when he sees it. Medley and Mitzell (1959) reviewed all the studies they could find in which ratings of teacher effectiveness, made by administrators or supervisors, were related to any kind of objective measure of growth of pupils. The consistant finding across these studies was that the relationship between ratings of teacher effectiveness and measures of pupil growth was essentially zero. In summarizing, they comment:

> "Perhaps it is a bit unreasonable to expect a supervisor to tell how much a class is learning just by looking at it. The notion that he can do so seems to be based on two assumptions: that there is a pattern (or set of patterns) of behavior exhibited whenever optimum pupil learning takes place, and that the supervisor can recognize this kind of behavior when he sees it . . .
>
> "If there are uniform ways in which teachers and pupils behave whenever the pupils are growing in reading skill, they are not readily apparent to reasonable sophisticated classroom visitors . . .
>
> "The problem of relating behavior of teachers to effects on pupils is crucial not only to further research in teacher effectiveness, but to the future of teacher education itself. If the main objective of the professional part of teacher education is to teach teachers how to teach, it is highly desirable (to say the least) that clearcut research evidence be obtained showing how the teacher must teach in order to bring about optimum pupil growth, and that such findings be made a part of every teacher's preparation. The amount of research, completed or under way, which can yield such

evidence is, to repeat, astonishingly small." (pp. 244-245) (Michalak, Soar, & Jester, 1969)

Morrison and Dixon (1964) found that a systematic observation instrument, a tool for more accurately describing the selected actions of a teacher when teaching, in contrast to a rating scale, providing a definite focus and structure for the supervisory conference. Systematic observation instruments and "scoring sheets" furnish objective and precise references around which the supervisory conference may be built. They give a basis for planning the strategy as well as developing the agenda for the conference.

Stated objectives (Element 5 of the Former Supervision Model) contained the following type of remarks: "A student teacher's need to self-evaluate," "to develop the ability in understanding the teaching-learning process," and "to acquire problem solving skills." (Milner, 1954) (Curtis and Andrews, 1954).

These are fine objectives and are suitable for all persons, in all places, at all times. However, what is more relevant is to determine the specific skills acquired in problem solving and to what degree the student teacher has reached a minimum of competency with each of those skills. This leads into the Emerging Supervision Model in which objectives become more precise and are formulated in behavioral terms, in order to determine the degree to which the objective is, or is not, achieved. If the superordinate goal of supervision is the improvement of instruction, we need to be able to identify systematically and accurately what gains have been made, if any, and to what degree, in the supervisory practices in which we engage. Stating our intents in behavioral terms help to meet this desired goal at least in the area of assessment.

With respect to the Universe of Discourse (Element 6), statements parallel to those for Element 5 could be made. As desired outcomes have become more behaviorally stated, so, too, have the descriptions of procedure. The discipline of education needs its own descriptive language. The Universe of Discourse is enhanced because of the consistency of terms and concepts found frequently in systematic observation instruments.

As one can note from reading the literature, there has been little change in the supervisory conference for over one-half century and the change that occurred has been one of de-

gree rather than of kind. If we are to change and not for the sake of change, but for improved effectiveness in our supervisory conference behavior, an operational and research framework is needed as a more reliable and valid base from which to begin. The subsequent description of this report contains some tentative directions for this purpose.

RECOMMENDATIONS FOR EFFECTIVE SUPERVISORY CONFERENCE PRACTICES

This section of the bulletin is devoted to the operational aspects for implementing theory into supervisory practice. We are on the threshold of a promising breakthrough in this area. This section will contain sample instruments that assist in describing supervisory verbal behavior. It should be noted that some of these instruments are based on verbal behavior not by choice but rather by availability of the research being initiated in this new area of concern and interest to supervisors.

Since this bulletin is primarily concerned with describing research in the area of supervisory conferencing, no one instrument or process is given special treatment over another.

Systematic Observation Instruments

Much attention and energy has been given to training teachers in the systematic observation instruments (observation records such as classroom interaction analysis instruments) which is encouraged by the Department of Education and some school districts in Florida. The supervisory conference can play an integral part in this activity which has yet to be fully realized.

When feedback (that information which a supervisor has been gathering during an observation of a teacher) from systematic observation instruments is presented to the teacher about his teaching behavior, what does he do with it? If we, as supervisors are concerned with helping the teacher to self-assess his teaching behavior, what actions can we take in assisting the teacher not only to understand his teaching but to implement strategies for actually effecting a change in his teaching performance in the classroom? As the more experienced person (the supervisor) in the supervisory conference interacts with the less experienced person (the teacher), what

kinds of behavior do each engage in, especially the supervisor? Does he inform, interpret, clarify, or evaluate? Is he asking questions about the data (feedback)? If so, what kinds of questioning behavior does he engage in? Or does the more experienced person engage in listening behavior most of the time? How much talking as opposed to listening is he doing? What about the less experienced person, how much talking and listening is he engaged in? Is he (the teacher) asking questions? If so, what kinds? Is he responding? If so, what kinds of responses are they? Are they regarding instructional matters, school policy, or personal matters? If they are in these areas, to what extent is the teacher concerned with that area?

Little is known about what actually takes place in the supervisory conference. Previously, much that has been written about content in the supervisory conference has been based on conjecture and hearsay. A close examination of the literature reveals that while most authors emphasize the importance of the conferences, and offer many suggestions for conducting effective conferences, they do not have a research base for their suggestions. (Michalak, 1968) It would appear logical that obtaining feedback from a supervisory conference would assist supervisors in studying and developing ways for more effective conference techniques.

Before providing one type of supervisory conference instrument, the building of a rationale based on the importance of feedback as it is found in the area of guidance and counseling is useful. The promise of feedback in changing behavior is given added strength as practiced in the training of some guidance counselors. A study conducted by Kagen (1965) has implications for feedback if "Interpersonal Process Recall" (IPR) is used. The purpose of this approach and study was to train counselors in the stimulated recall method through the use of video tapes, audio tapes, and especially "IPR" rooms. Briefly, it was assumed that the use of "IPR" provided added stumulus for creating a greater awareness on the part of the counselor about his own counseling behavior and the "dynamics" of the client. Further, it was assumed that . . . if counselors were given recordings of their clients' own voices expressing their moment by moment expectations and perceptions of the counselor's behavior, as well as the client's behavior,

thoughts and feelings, this would increase the counselor's sensitivity to interpersonal communication and help him to become a more effective counselor. A counselor or supervisor could select appropriate strategies to employ based on the feedback from "IPR" as part of his planning approach. This also might provide him with a basis for becoming more consistent in his selected counseling behavior.

Supervisory Conference Verbal Behavior Instrument (Michalak, 1968)

This data gathering instrument contains selected verbal behavior categories. These categories were obtained from the works of specialists in teaching from studies developed by Openshaw, Hughes, Barbour, and Waimon, which provided most of the verbal behaviors that made up each category. The verbal behaviors taken from Openshaw (1966), Hughes (1963), and Barbour (1968), include informing, interpreting, clarifying, evaluating, summarizing, and basic and elaborating questions. The areas into which these verbal behaviors are categorized, entitled procedural and substantive, were taken from Waimon. Listening and challenging questions were added to this group along with the personal area. This addition gave the instrument more "coverage" of the verbal behaviors enacted in the supervisory conference.

Scoring the instrument is achieved by having the recorders tally only the verbal behavior identified in the instrument. Even though other verbal behaviors may appear, they are not scored. Judgments on recording the behavior are based on what is heard. Since one of the primary purposes is to examine the frequency of the verbal behaviors, one tally is made for each sentence of reasonable length. In some cases where sentences drag on without a succinct conclusion and a different verbal behavior is indicated, it was agreed that an additional tally should be given. For example, a supervisor might begin with informing, then move to interpreting what was informed, and finish that statement by asking a challenging question. All three moves are recorded in that supervisory statement.

A description of each of the nine verbal behaviors, including each of the three areas, follows.

SUPERVISORY VERBAL BEHAVIORAL DATA-GATHERING INSTRUMENT

Informing: Telling, directly relating facts of observation, stating a series of items recorded from observation of a teacher's teaching behavior

Example: I noted that three students were not called on throughout the lesson you taught.

Interpreting: To explain a concept or relationship among ideas about a lesson, to reason, to illustrate

Example: Asking questions of many students helps to keep them on their toes during a lesson. The more you move around a classroom to reveal your physical proximity to the students, the quieter they become.

Clarifying: To restate something in order to make it clearer for the students, to group and arrange items in proper order, to reorganze statements made by the students.

Example: In other words, you are saying that the evaluation of a lesson is directly related to the objectives.

Evaluating: Making statements that carry value judgments, such terms as right, wrong, correct, false, limitations, strengths, needs, positive, negative, and growth are simple terms that infer judgment.

Example: Your strengths seem to lie with your ability to communicate with your children; however some needs are indicated in your planning and organizing of lessons.

Summarizing: Tying together some loose elements for purposes of review or reinforcement, to collect and repeat key items that were separately stated earlier

Example: It might be helpful to go back and quickly review the points we stated about writing objectives in behavioral terms.

Questions: Basic, asking for details of facts, using recall type questions for acquiring information of a simple nature.

Example: How much time did you spend planning your lesson?

Elaborating: Asking for additional information, eliciting statements that provide needed background for more detailed information.

Example: Would you please tell me more about the reasons for selecting those slides for your lesson? And then what happened?

Challenging: Eliciting statements that probe for the purposes of discovering reasons for something such as the selection of content for a lesson; also a statement that leads a

teacher into more complex thinking than simple recall, a deep thought question.

Example: Why did you prefer to ask open-ended questions rather than closed questions in your math class today?

Listening: Any verbal expression by the supervisor that discloses he is truly professionally interested in the comments of his teacher, including the expressions such as "aha," uh ha," and "I see" as listening implications.

*Developed by Dr. Daniel A. Michalak, College of Education, University of Florida, 1968, Copyright No. A103716

The procedural area is identified with items relating to classroom management such as the grouping of children, seating arrangements, and passing and receiving of instructional materials. Discussion of control or discipline of the student, discussion of children with behavioral difficulties, and related remarks about students' parents are also included in the Procedural area.

The Substantive area deals directly with the academic content of a lesson such as the concepts, skills, or understandings developed during the course of a lesson. Teaching behaviors such as questioning, explaining, or summarizing related directly to the lesson were Substantive. At points where students had difficulty in understanding concepts of a lesson and its application, these were also included as Substantive.

The Personal area dealt with the teacher; general appearance, enthusiasm, attitudes toward teaching, interests in athletics, social activities, or discussion about friends or relatives.

A sample worksheet serves to illustrate the data gathering instrument. The instrument introduced in this section provides feedback from one dimension of a supervisor's action, his verbal behavior as he engages in a conference with a teacher. Scoring the instrument is made simply by totaling the raw scores from the frequency of occurrence and changing them into simple percentages if desired. At first glance, the number of tallies indicates which categories were most frequently used.

Helpful Guidelines for Using the Data

1. Was I consistent as a supervisor in the conference in the way that I desired to behave with the teacher? Did the data tend to indicate this? Did the data also reflect the objectives I had set prior to the conference? As newer objectives

VERBAL BEHAVIORS OF THE SUPERVISORY CONFERENCE

VERBAL BEHAVIORS	PROCEDURAL				SUBSTANTIVE				PERSONAL			
	5 min.	5 min.	5 min.	TOTAL	5 min.	5 min.	5 min.	TOTAL	5 min.	5 min.	5 min.	TOTAL
INFORMING												
INTERPRETING												
CLARIFYING												
EVALUATING												
SUMMARIZING												
QUESTIONS BASIC												
ELABORATING												
CHALLENGING												
LISTENING												

might have been made during the conference, does the data reflect this change in purpose?

2. In planning for a conference with a teacher, an agenda should be written prior to the conference. This agenda reflects the objectives for the conference. The supervisor's strategies during the conference should reflect the objectives. For example, if the purpose of the conference is to obtain information about how the teacher views her classroom instruction, the supervisor's strategy ought to center around asking questions and listening to obtain this necessary information. Inconsistency in the supervisor's verbal behavior might be found if he were engaged in evaluating and informing remarks which were not part of his planned objectives for the conference. Another aspect of a supervisor's verbal behavior might be discovered if he found much of his time was spent in the Personal area when in fact he planned to concentrate more in the Substantive area (this area deals more with the actual lessons taught by the teacher).

3. In formulating objectives for the conference, it is crucial to take into consideration the personality of the teacher. The most effective tactic to follow should be carefully planned with the data afterward providing some direction as to how closely it was followed.

4. At the beginning of a conference, the supervisor may ask permission of the teacher to audio-tape the conference. He may relate to the teacher his interest for improving his supervisory conference behavior. If the supervisor is a willing and confident learner, he may enjoy the opportunity of coding the conference from tape and discussing the results with the teacher. Cooperatively, they can view the conference in the light of the objectives and to see if the supervisor was consistent in his conference behavior. This approach of inviting the teacher to take part in assessing the supervisor's behavior makes a teacher an active participant in the supervisory process. This tends to lessen the amount of communication problems that often exist in a relationship where the supervisor is viewed in a power role and the teacher in a subordinate role. Inclusion of the teacher as an active agent in improving the supervisory process strengthens the rapport through "deed" as well as in word. As this rapport is developed, more spontaneous interaction between the supervisor and teacher results. The supervisor is performing his tasks for improving the teacher's

teaching is at the same time improving his effectiveness as an experienced person working with a less experienced person. Too much has been said about the supervisor being in a sense "a good guy". If we can provide continuing feedback to a supervisor about various aspects of his supervisory behavior, we may then perhaps help him become "an effective good guy".

Another way of viewing the supervisory conference is provided by the following model.

Suggested Model of an Effective Supervisory Conference

1. Objectives

To raise the level of thinking and behaving on the part of a teacher by having the supervisor act in concert with a teacher using a classroom systematic observation instrument as a basis for the conference. The feedback provided from an instrument is in concrete form which has greater meaning for the teacher.

2. Planning

The most productive supervisory conference is one that is mutually planned by both parties. That is, there is a focus to the conference where it can center on the teacher's planning of a lesson, or the focus on his teaching behaviors such as motivating statements, supportive remarks, thought questions, or the types of responses from the children. If an instrument is not used, a set of prepared questions from the supervisor and teacher is a desirable base from which the conference may begin. Whichever is used, an in-depth analysis by each participant of the selected topic for the conference should be appropriate.

3. Systematic Feedback

A systematic observation instrument or systematic analysis chart which provides a micro-view of the complex teaching act may serve as a vehicle for communicating accurately a picture of a dimension of the teacher's teaching behavior. The following instruments provide for recording different dimensions of the classroom teaching act. (Medley and Mitzel, OSCAR, 1958), (Flanders, Interaction Analysis, 1964), (Brown, TPOR, 1968)

These instruments also help to provide a common language to speak from in the supervisory conference. This common language eases the communication difficulties that may exist between the more experienced and less experienced persons.

4. Self Assessment

Most educators agree that a common goal in the supervisory process is to teach a person ways to help himself. A chief concern of the supervisor in a supervisory conference is to facilitate in the most effective manner those abilities of the teacher which assist him in assessing his teaching behavior. Ways in which the supervisor behaves may strongly influence the teacher, therefore, a supervisor needs to carefully determine a procedure to follow: a directive approach, a non-directive approach, or both. Any of these may provide effective means for self assessment on the part of the teacher.

5. Leadership

It is expected that the more experienced person, the supervisor, is a helper in the conference relationship in assisting the teacher with analyzing his teaching. However, the role of leadership may change hands in order to facilitate the flow of free communication. This provides the less experienced person, the teacher, an opportunity to examine, challenge, and propose ideas about his own teaching behavior.

6. Setting

If possible, the supervisory conference ought to take place in an area which is free of distraction like telephone calls, noises from machines, and impromptu visits. A conducive setting is a tension-free atmosphere whereby the rapport has been established when the supervisor has developed a sensitivity to the teacher and to the situation. (Michalak, 1969)

Supervisor-Teacher Verbal Interaction Instrument

Another instrument for use in supervisory conferences which includes both the supervisor and teacher engaging in verbal interaction has similar elements to the Flanders Interaction Analysis instrument, but is developed logically in a supervisory

context. The author states that the following information from the instrument will help to contribute to its uses.

a. how help is offered by a supervisor
b. the support given by the supervisor, or defensiveness found in communication
c. it should reflect how a supervisor's behavior affects a teacher
d. it should also reflect the way supervisors react to the behavior of the teacher. There are fifteen categories in the supervisor-teacher verbal interaction system. Ten deal with the verbal behavior of the supervisor and four with the teacher. One category deals with silence or confusion.

CATEGORIES FOR ANALYZING SUPERVISOR-TEACHER INTERACTION SUPERVISOR BEHAVIOR*

Category 1 *Support-Inducing Communications Behavior* This category includes all statements on the part of the supervisor, with the exception of praise, the affect of which is to help build a "healthy" climate between him and the teacher. Behavior that releases tension is in this category, along with that which conveys an acceptance of feelings. Encouragement is categorized here.

Category 2 *Praise.* This is behavior on the part of the supervisor that connotes the value judgment of "good" in connection with a teacher's idea, plan of action, past behavior, feelings, etc.

Category 3 *Accepts or Uses Teacher's Ideas* Included here are statements that clarify, build on, or develop ideas or suggestions by a teacher.

Category 4 *Asks for Information.* This is behavior by the supervisor that is aimed at asking for clarification or orientation about a problem or situation under consideration. It is factually oriented and is not concerned with opinions or ways of doing things.

Category 5 *Giving Information* This is the opposite of Category 4. It involves the supervisor giving objective information to the teacher, orienting, summarizing, etc.

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*Developed by Dr. Arthur Blumberg: Area of Educational Administration and supervision, School of Education, Syracuse University.

Category 6 *Asks for Opinions* This category is meant to describe supervisor behavior, the aim of which is to ask the teacher to analyze or evaluate something that has occurred, is occurring, or may occur in the classroom or in the interaction taking place.

Category 7 *Asks for Suggestions* In this category are statements by the supervisor that ask the teacher to think about ways of doing things or ways in which things might have been done differently. Category 7 also refers to asking for ways in which the supervisor and teacher might work together.

Category 8 *Gives Opinions* This category is the opposite of Category 6. It has the same substantive meaning with the exception that the supervisor is "giving", not "asking".

Category 9 *Gives Suggestions* In a like manner as Category 8, this one has the opposite meaning of 7. The difference is in the "giving" instead of "asking".

Category 10 *Criticism* This category includes all negative value judgments about the teacher, his behavior in the classroom, teaching methodology, competency, etc. It also includes any behavior on the part of the supervisor that can be interpreted as defensive, aggressive, or tension-producing.

Teaching Behavior

Category 11 *Asks for Information, Opinions, or Suggestions* This is task-oriented behavior on the part of the teacher. It is the teacher-counterpart of Categories 4, 6, and 7.

Category 12 *Gives Information, Opinions, or Suggestions* This category, similar to Category 11, is the teacher-counterpart to Categories 5, 8, and 9.

Category 13 *Positive Social Emotional Behavior* This behavior is described in the same way as that in Category 1. It is not task-oriented and helps build the supervisory relationship. Encouragement would probably not be found as constituting very much

in the way of a teacher's repertoire in this category. Statements that convey agreement by choice are part of this category, but those that indicate compliance in the fact of supervisor power are not.

Category 14 *Negative Social Emotional Behavior* Any behavior on the part of the teacher that tends to disrupt the supervisory relationship, produces tension, or conveys defensiveness on his part is part of this category. Compliance in the fact of supervisory power is defined as defensiveness as is rationalization.

Category 15 *Silence or Confusion* This category is used when there is silence or both supervisor and teacher are talking at the same time so that it becomes impossible to categorize behavior specifically. An exception would be when there is silence after a behavior on the part of either supervisor or teacher that seems to have the effect of producing defensiveness (either Category 10 or 14, depending at whom the original behavior was aimed).

The significance of this instrument is that the supervisor becomes more aware of the categories or areas he seems to be using. In place of the formal matrix, the following ground rules are helpful. By simply recording numbers of each category, a gross picture of one's supervisory behavior may be obtained. A tape recorder is needed for playing back the conference for recording purposes. Some directions for using the instrument are as follows:

> "Every three seconds the recorder records, in column form, the category number of the verbal behavior that is occurring at the moment. (Obviously, this implies learning the system and committing the categories, though not their complete definitions, to memory so that "thinking in numbers" becomes automatic.)"

If, at first, he finds that three seconds is too short an interval for him to keep up with, he can spread his tallies to four or five seconds and then, as he becomes more familiar with the system, increase the tempo. He will probably want to stop the tape recorder from time to time to make sure that he is tally-

ing correctly. This need will occur particularly at moments of rapid-fire interaction. The supervisor may also want to make occasional marginal notes concerning the content themes that are being discussed.

The question of reliability of observations is one of continuing concern. The issue is whether or not, when two people are tallying the same interaction, they hear the same things. It is possible to train people to be highly reliable in their recording, but a good bit of practice is needed. Here are some ground rules that are helpful to follow:

1. View each act as a response to the last act of the other. The point is that we are dealing with sequentially related behavior and not that which occurs in isolation. Operationally, this means that interaction is recorded from the point of view. This is so because we are interested in recording the *effects* of behavior, not the intentions of the person behaving.
2. Difficulty is apt to arise in differentiating behavior in the following categories: 1 and 2, 6 and 7, 8, 9, and 10, and 13, and 14. (In the latter three categories, problems arise when the person who is recording is not sure whether or not the teacher's behavior is agreement on a positive level or compliance.) In such cases the ground rule is, after replaying the sequence to understand the context, choose the lower numbered category of those in question. In other words, if it is in doubt whether a behavior is a 6 or a 7, choose 6.
3. If more than one category occurs during the three second interval, then all categories used in that interval are recorded; conversely, record each change in category. If no change occurs in three seconds, repeat the previous category number.
4. The use of "Ohh-h" or "Hmm" by itself is taken to be encouragement and is in category 1. When "Uh huh" is followed by a rephrasing or use of the teacher's ideas it is in category 3.
5. Start and end the tallying with a "15"—silence. This is done for two reasons. First, it is assumed that the conference begins and ends in silence. Second, by including the "15" it is possible to insure that the total number of tallies in the rows and columns of the matrix will balance.

Video-Tape-Recordings

Another means for viewing the supervisory conference is

the use of video-tape recordings. Presently, school districts in Florida are obtaining VTR equipment and for purposes of supervision new directions for its use in improving teaching are being sought. Young (1969) presents strategies for conferencing techniques using VTR.

Preparation for the Cosmetic Effect

It may well be that a teacher will be viewing himself on television for the first time. The supervisor needs to provide assurance. As a teacher views himself the first time a certain amount of anxiousness will be present. Also, television "tends to magnify minor details during early observation but they diminish with each subsequent viewing".

The pre-conference set is to obtain in the teacher an awareness for behavior change. During the pre-conference time, the supervisor requests the teacher to state learning outcomes as a result of the instruction. Young suggests probing questions such as, "Could you be more specific?, What, specifically, are the pupils able to do at the end of the period? or Can you put the objectives into terms of pupil behavior?" This specificity gives rise to the possibility of assessing whether or not the objectives were met.

The next step is to assist the teacher is answering questions about his lesson. What portion of his lesson went well, and which did not? After answering these questions, the video tape will provide some feedback to see if the teacher was accurate in assessment of his teaching. In the conference setting, the supervisor guides the teacher in selecting appropriate strategies for reaching the objectives for a lesson. This is accomplished by requesting the teacher to consider all possible circumstances for effective application in planning for a future lesson. After a specific strategy is determined, the supervisor can assist the teacher with those "specific teaching behaviors he needs to acquire or refine to implement the prescribed strategy."

Providing Discrimination Training

This is an attempt to train the teacher in the particular teaching behavior and where to use it in a lesson. The author suggests the following be employed:

(a) The supervisor views a video tape of the teacher's perfor-

mance with him. As the tape progresses, the supervisor reinforces the teacher each time he uses the selected behavior or its approximation. The supervisor can either talk over the tape or stop it for increased emphases. He can also replay certain sections repeatedly. Specifically, the supervisor might say, "Note how many pupils responded to your question this time."

(b) The supervisor selects several instances when the teacher used the specified teacher behavior and asks him to compare and contrast the result of his behavior in each instance. The teacher should also be asked to compare and contrast his responses (behavior) to various cues of the pupils.

(c) The supervisor *prompts* the teacher by pointing out, as the tape progresses, where he can incorporate the specified behavior into his instruction. One technique used is to stop the tape and ask the teacher, "What would you do at this point?" or "How would you respond in this situation?"

Teachers Committment to Practice New Behavior

Providing a logical summary to the conference is essential. The author suggests these points:

(1) The supervisor reviews items identified by the teacher during the conference.

(2) The supervisor formulates a "simulated" episode and elicits the teacher's view of it.

(3) The supervisor requests the teacher to describe how he will use the "new" teaching behavior in his forthcoming lesson.*

Developed by Dr. David Young, College of Education, University of Maryland

Cycle of Supervision

The supervisory conference is sometimes viewed as an end in itself. This is misleading. To have successful supervisory conferences for improving teaching, a greater realization needs to be reached regarding the conference as but one phase of the supervisory process. If the supervisory conference is viewed as a separate act, it will become less effective in carrying meaning to the teacher. However, if it is seen as a step in the "cycle of supervision," the conference has a greater opportunity for creating a change in teaching behavior. Cogan (1964) identifies his steps in the cycle as:

(1) cooperative planning by the teacher and supervisor
(2) observation of the classroom teaching that was cooperatively planned
(3) pre-conference "analysis and strategy session" that is done separately
(4) supervisory conference where teacher and supervisor come together to share results of teaching and to plan for the next teaching experience (this fourth step begins to "merge" with the first step in the cycle)

Descriptive remarks provide additional insight for each of these steps in the supervisory cycle. These steps initiate a readiness for the conference and a follow-through which often is neglected after a supervisory conference is ended.

1. *Cooperative planning by the teacher and supervisor*

(a) Before the cooperative planning has begun, the teacher may desire to share partial or finished plans with the supervisor. Together, they assess the plans and make modifications as needed. Thus, the supervisor may be viewed in a helping role.

(b) The supervisor engaging in the planning with the teacher is in a better position to observe the teacher because he knows beforehand the objectives of the lesson, the selective activities for carrying out the lesson, and some expected events that may occur because of the circumstances of the particular classroom.

2. *Observation of the classroom teaching that was cooperatively planned*

(a) The supervisor tries to focus on areas in the classroom that reflected the teacher's objectives. Thus, he might record verbatim teacher or pupil responses like questions asked by a teacher or pupil and subsequent responses to that question.

(b) Use of a systematic observation instrument that appears most suitable for objectives developed during the planning may be used. At different time intervals, different instruments might be used for capturing the lesson from several dimensions. (e.g., non-verbal behavior of teacher and/or pupils, the use of instructional materials)

(c) As VTR (Video Tape Recording) becomes more readily available, this is an excellent means for providing accurate feedback, as the teaching episode is re-created. Audio tapes,

verbatim remarks recorded by the supervisor or a secretary are also useful when available.

3. *Pre-conference "analysis and strategy session" that is done separately*

(a) The purpose is to organize the data carefully so that it carries the greatest type of meaning for the teacher. Knowing something beforehand about the teacher helps considerably in selecting the most effective strategies for relating the data in the conference.

(b) The teacher needs to develop skills for analyzing his own lesson in as detailed a manner as possible and in light of the objectives of his lesson. Stating several questions based on self-analysis of the lesson may be recorded by the teacher and presented to the supervisor during the conference.

(c) The supervisor needs to consider the following items prior to the conference with the teacher: What is the best way to start the conference? What strategy ought to be followed? (e.g., Should I first report on the data or ask questions about it, or shall I have the teacher begin first with her self-analysis of the lesson?) What other alternatives shall I use if my initial strategy appears ineffective?"

Guidelines for Selecting Appropriate Strategies

(a) Provide a quick reward for teachers who appear doubtful about their ability to improve. Try to do this as honestly as possible.

(b) As the supervisor prepares the way in which he will present the data to the teacher during the conference, he must be cognizant that a "balanced" picture of one's teaching should be developed. An approach which is overly analytical, positive or negative, has little effectiveness.

(c) Very often, defensiveness enters the conference on the part of either the supervisor or teacher. When it is identified as such, each member should alter the strategy to avoid this condition. Defensiveness is an obstacle to free and responsible communication.

(d) As the supervisor and teacher reach a point at which they can agree, and know upon which points they disagree, these points should be summarized and the analysis ended. The analysis should not be continued as one member may relate what the other may already know."

4. *Supervisory Conference when Teacher and Supervisor Come Together to Share Results of Teaching and to Plan for the Next Teaching Experience*

Purposes for the conference:

a. To assist the teacher in viewing his teaching as accurately as possible
b. To assist the teacher in viewing his teaching from the pupil's point of view
c. To develop in the teacher additional understanding about his teaching
d. To help formulate with the teacher plans of action of improving teaching

Strategies to follow during the conference:

a. Inductive
    1. Ask the teacher what he thought took place during the lesson.
    2. Request data to substantiate what happened.
    3. Supervisor adds data
    4. Through careful questioning or statements, try to develop in the teacher the "why" behind teaching behavior.
    5. Work cooperatively on a plan for improvement.

b. Non-directive
    1. Stimulate interaction about the teaching.
    2. Stimulate raising questions of in-depth analysis about certain points mentioned about the teaching.
    3. Try to show how patterns emerge as the data are shared.
    4. Plan for future action regarding improvement of teaching that is based on the insights gained during the interaction.

c. Socratic
    1. Developed interaction that leads to specific points.
    2. Examine these points in a critical fashion to determine which might be improved.
    3. Guide the teacher in critically examining his own ideas and assist him in changing them according to the self-criticism he offers of these ideas.

Cogan (1964) suggests that inherent limitations may sometimes be found in this approach because it may appear as an "interrogation" or become a "guessing game" or become overly critical. However, some teachers and supervisors report this

strategy provides them with different ways for viewing their teaching.

d. Planning for Follow-up Teaching

1. Develop plans that are based on stated strengths that have been identified by both supervisor and teacher. As lessons are planned cooperatively, the teacher feels less pressure to experiment with an idea in improving a weakness because he has the support of the supervisor.
2. There is greater opportunity for success when the teaching is evenly planned and is based on strengthening the teacher's particular need, rather than having each person plan independently of one another.
3. Cooperative planning also insures that the supervisor is aware of the conditions of learning in the classroom. Possessing this knowledge facilitates the entire process by relaxing both teacher and supervisor. The information about the total instructional situation limits the possibility for defensiveness arising during the conference. (Developed by Dr. Morris Cogan, University of Pittsburgh.)

Conference Guide and Record

Records of observations made in classrooms are kept by most supervisors. The supervisory conference in many cases is as significant as the observation. Perhaps one reason for not recording a conference is the unavailability of a systematic way for planning and recording a conference. What do you discuss in a conference? Is there something a teacher can bring to a conference which is concrete and which will provide a format? Is there something a supervisor can bring to a conference which has relevance for the teacher? Obviously, the purpose for the supervisory conference will have a good deal of influence on what the actual content of it might be. If it is to establish rapport and to create a readiness for subsequent conferences which will later deal more with in-depth matters, a formal agenda need not be included. As the rapport building conference is phased out, the following conferences need to provide greater substance. Thus, the conferencing guide can play a vital part in the supervisory process, that of bringing an organized and recorded scheme for analyzing and implementing plans of actions for both the teacher and supervisor. (Developed by Dr. Daniel Michalak.)

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CONFERENCING GUIDE AND RECORD

.....
Date of Supervisory Conference

I. Behavioral evidence of strength in particular teaching competencies:

II. Behavioral evidence of needed improvement in particular teaching competencies:

III. Proposed program of specific experiences to promote growth in particular teaching competencies:
  a) Program proposed by supervisor
  b) Self-suggested program proposed by teacher
  c) Program cooperatively proposed

.....
Teacher's Signature

.....
Supervisor's Signature

(a) Program proposed by supervisor:

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(b) Self-suggested program proposed by teacher:

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(c) Program cooperatively proposed:

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The conference guide and record may be used in four ways.

A supervisor may jot down on the conference guide what he has viewed in an observation and information gathered from informal conferences with the teacher. He can write remarks in a positive manner using these remarks as a starting point for the conference. Items one and two reflect this approach. Item three may contain the supervisor's recommendations to the teacher. After the teacher has either read the conference guide and/or discussed its contents with the supervisor, he (the supervisor) should file it for future reference.

A second way the conferencing guide may be used is to have the teacher place remarks on the sheet about his own instruction. This in a sense is a form of self assessment. It gives a teacher the opportunity to take stock of where he is and where he ought to be going. Usually, data that is to be presented about a teacher's competency is gathered by a supervisor. Providing an opportunity for teachers to present data about their teaching in conferences places a greater share of responsibility of supervision on the teacher.

The third way of using the conference guide is to have the supervisor and teacher cooperatively write remarks. Foremost in the conference is what the teacher and supervisor mutually feel is significant. Dealing in this cooperative manner generates the feeling in a supervisory approach of something that is done with the teacher and not to him.

A fourth use of the conferencing guide is that it can provide a framework in which data collected from systematic observation instruments and appropriate remarks may be written. This data from the instruments can assist the supervisor and teacher in dealing with the specifics of instruction. For example, if the focus is on modifying only one or two of the behaviors of the teacher as is done in a micro teaching situation, records of progress may be noted in the Conferencing Guide and Record on a periodic basis.

Some strengths may be attributed to the conference guide. It is intended to be brief making less of a chore in writing a descriptive and extraneous report. It is open-ended to avoid closure. That is, remarks, are viewed as indicative of growth, revealing that effective teaching is based on a continuum of experiences carefully planned. Also, remarks containing a totally evaluative tone give rise to making a judgment that leaves little room for further discussion. If a statement is made that "you

have poor discipline practices in your class", the finality of this remark is realized by the teacher. It then becomes a case of the supervisor's judgment against the teacher's. Therefore, it is wise to state item two in positive terms.

The term "behavioral", used in items one and two, is recommended only as a guide to stating acts that were observable and demonstrated by the teacher. This lends itself to making remarks that are concrete and specific, lessening the amount of vagueness. Most records or evaluation instruments report strengths and needs of teachers; however, the conferencing guide goes one step further. It identifies specific experiences or plans of action to be used in the future to improve upon areas identified and is recorded. Thus, a record is also made about what was done to help the teacher improve his instruction. Assessments can then be made to determine whether or not these specific experiences were helpful and to what degree. (An additional sheet may be used when necessary.) The Conference Guide and Record may be used as often as once every month or three times a year and for student teaching conferences, at least once a week.

By having the teacher and supervisor sign the Conferencing Guide and Record, part III, a form of a contract is established and a mutual agreement is thus made to implement a, b, or c of the proposed program. (Developed by Daniel Michalak.)

Managing an Effective Supervisory Conference

Supervisory conference strategies contained in the subsequent statements help to summarize some points for managing a more effective supervisory conference.

"Should I undertake a full or partial analysis of the data? In what order should the issues of this conference be examined? Should I deal primarily with strengths or weaknesses in the teaching? Are there specific junctures at which I should test a teachers comprehension by engaging him in role-play or by asking him to paraphrase a line of reasoning I have presented? Under what circumstances should I be ready to abandon my own analysis of this lesson in favor of other approaches? What method of recording, if any should be employed for this conference? Should the teacher be given carte blanc for structuring this conference? Should he be offered specific options; should I hold him to the analysis I have pre-

pared? How many data should I present to document the patterns I have selected? At what point should the conference end?" (Goldhammer, 1969)

Implications from the Research and the Task Ahead

Recent mention of supervisory conferences in the research theoretically has been referred to as teaching, individualized teaching and similar to guidance, and counseling activities. Supervision as teaching and individualized teaching in its descriptions often imply that strategies used in providing instructional schema for school age children can be logically used with adults. This is an oversimplification of a complex process. Changing behaviors in an adult varies considerably from that of a child. Even though the external activities such as found in teaching like problem solving and decision making tasks are concommittant with supervision, the internal variables of the adult, such as value patterns, differ. For example, the personality patterns in which the adult may be seeking security in a position of work and increase in wages provides a coping situation of a different nature from that of a child.

As breakthroughs in knowledge about educating the young child have dominated the decade of the sixties, less attention has been placed on the adult generation and its potential educational contributions to society. Much has been said in word about the adult generation but in deed little has occurred. It is with this thrust into the decade of the 70's that supervision should direct its energy in gathering additional baseline data for changing behaviors in adults.

Studies by Neugarten and Berrin (1967) give reason for focusing on the adult aspect in supervisory activities as revealed in these characteristics:

—a time for turning inward, greater concern with self

—high concern with physical needs of the body such as diet, sleep, exercise, leisure, and amount of work

—inability to view oneself as a learner again

Intensity and frequency in the use of supervisory conferences are crucial if these characteristics of adult learning are reliable guidelines. That is, the supervisor will need to provide for the adult truly stimulating opportunities for wanting to change. Klopf (1969) describes that behavior in the adult be-

comes a repetitive pattern and "radical intervention" such as changing environment, dramatic life experiences, and psychological counseling may be needed if more than just minimal requirements of teacher competencies are to be met. It may be logical to assume at this point that more effective supervisory practices may be realized if emphasis is placed on utilizing some of the knowledge we presently have from adulthood education. Additional studies and programs in adulthood education should be generated to obtain new insight and relevant practices for the 70's and beyond. It is to this thrust that supervisors in education as well as in other fields should direct a portion of their energy gathering and testing information about changing behavior in adults.

The task of changing a teacher's teaching behavior can be greatly influenced by the degree of success a teacher and supervisor experience in a supervisory conference.

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